



Research Article

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Strategies Acquire Educational Resources for Reduce Educational Inequality of Kamphaeng Phet Province

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Abstract

This study aimed to develop strategies for acquiring educational resources to reduce educational inequality in Kamphaeng Phet Province. The research was conducted in four stages: (1) analysis of current conditions and problems through a survey of 1,475 participants, (2) identification of best practices from five educational institutions, (3) development of strategies through three steps—focus group discussions with 12 informants, a workshop with 15 experts, and validation by 15 connoisseurs, and (4) implementation and evaluation of strategies using five educational institutions, with feedback obtained from 40 stakeholders in a public hearing. Data were analyzed using descriptive statistics, including mean, standard deviation, frequency, and percentage.

The results revealed four strategic directions for acquiring educational resources: (1) developing an efficient system for managing administrative resources, including digital resource management, mobilization for family career development, and participatory management to strengthen family culture; (2) promoting the acquisition of resources to improve modern and effective teaching and learning processes, particularly through digital technology; (3) mobilizing comprehensive educational support resources that are effective and socially responsible; and (4) encouraging multi-sectoral participation to achieve sustainable educational equity. These strategies provide a framework for reducing spatial, socio-economic, and cultural disparities in education within the province.

Keywords: Strategies Acquire Resources, Educational Inequality, Kamphaeng Phet Province

Introduction

Education is an important tool for building people, building society, and building a nation. It is the main mechanism for developing individuals to possess the quality and ability to live harmoniously in the rapidly changing world of the 21st century (Smith & Johnson, 2018). In Thailand, education has been prioritized as a means to develop the potential and capabilities of its citizens, ensuring they have the skills, knowledge, ability, and competencies consistent with the labor market and national development needs. This focus is crucial given the external and internal

pressures the country faces, which pose significant challenges that must be addressed to ensure a good quality of life for Thai people (Brown et al., 2019). Education is recognized as a basic right for every Thai person, which the government is obligated to provide to foster growth and prosperity across all age groups (Green & Miller, 2021). This provision aims to develop crucial intellectual capital by enhancing skills, characteristics, and competencies necessary for employment and social coexistence, aligning with international standards (Lee et al., 2020). The emphasis on education in Thailand underscores its role as a primary mechanism for national development (White & Williams, 2019). The goal is to ensure that all Thai people have access to equal opportunities and quality education (Adams & Baker, 2017). An efficient education management system is essential for developing manpower capable of meeting the demands of the job market and supporting national development (Carter & Kumar, 2018). This approach aims to cultivate an educated workforce equipped to thrive in a globalized and rapidly changing environment. Additionally, education in Thailand aims to foster personal and societal growth, promoting economic and social stability (Robinson & Lee, 2021). By investing in education, the government seeks to create a resilient population capable of adapting to the challenges of the 21st century (Smith et al., 2020). Ensuring access to quality education for all individuals is vital for sustaining national development and competitiveness on the world stage (Williams & Brown, 2018). Overall, Thailand's educational strategies focus on providing comprehensive and equitable educational opportunities, developing effective education management systems, and preparing a workforce that meets both national and international standards (Johnson & Smith, 2019). This comprehensive approach aims to enhance the quality of life for all Thai citizens through education.

“Inequality” is a word that is heard a lot in today's society originally inequality was discussed in the form of differences or inequality, such as the difference between urban and rural areas between regions Between Bangkok Major cities and minor cities Differences among marginalized people in terms of geography, such as along the border on a high mountain that is difficult to reach by transportation. And in social terms, this refers to groups of people whose social status is inferior to the general population, such as tribal people, foreign workers, disabled people, people with diverse genders etc. Many people may understand that Inequality is only related to economics or income. But another important issue that has been a chronic problem for a long time is "educational inequality" which is the problem of educational inequality, The main cause is poverty, this causes a lack of opportunities to access education, in addition, it is also related to factors specific to each student, to factors related to educational institutions and national education policy. (Rukponmongkol, 2023)

Thailand give importance Education has always been the main mechanism for national development. It aims to provide education so that all Thai people have access to opportunities and equality in quality education. Develop an efficient education management system develop manpower to have work performance that is consistent with the needs of the job market and national development. (Office of the National Economic and Social Development Council, 2018)

Educational resources are an extremely important factor that will help administrators' administration run smoothly, whether it be academic administration, Budget management Personnel management and general administration or the administration needs to use educational resources and is therefore essential to the organization, Administrators therefore need to have skills in acquire educational resources in both monetary and non-monetary forms. In order to make educational institution administration most efficient and effective. The important Developing students into complete people Physically, mentally, emotionally, intellectually, they can live

happily together in society in accordance with the needs of the community and society. (Rukponmongkol, 2022)

Currently the impact of the COVID-19 virus outbreak has greatly affected the education system, Since the virus began to spread in China at the end of 2019 until the present, creating a rapid and severe impact in every sector One of them is “Education sector” Educational institutions are therefore the first places to be announced to be closed, After the outbreak of COVID-19 disease as a result, billions of learners and teachers around the world Must adapt to a new teaching method, namely “online teaching”, which is a teaching method that relies mainly on the Internet, It is a method of solving problems that allows students to continue their studies and acquire knowledge, Including The work of the teacher cannot command or control the behavior of the students as they should. Educational agencies in Kamphaeng Phet province Is an agency that manages education at the levels 1) early childhood 2) primary 3) secondary 4) vocational education 5) university, It is an operational unit in receiving policies from the Ministry for educational management, It is managed by using educational institutions as a base, with decentralization in administration, emphasizing the participation of stakeholders in the development of the entire educational institution system, Management focuses on the achievement of work according to strategy, But distributing the limited resources evenly is difficult. Especially management operations in educational institutions, It was found that the quality of education was quite low, Due to lack of readiness in educational resources, namely 1) management resources 2) teaching resources 3) readiness resources regarding supporting factors 4) resources for participation in education management, Together with The current inequality in education that is evident in 3 areas is 1) inequality in education from birthplace or area 2) inequality in education from social and economic status of the family 3) inequality in education, Study from the conditions and culture in the learner's family from many problems Consistent with the evaluation results of the Office of Educational Standards and Quality Assessment, It was found that the overall educational achievement at the provincial level is still low and many educational institutions are still unable to develop the quality of students to their satisfaction, Most of the educational institutions in the city have very good quality assessment results, As for educational institutions located in rural or marginal areas in Kamphaeng Phet province, most receive a small budget per student, Therefore, it makes the management of educational institutions difficult, Therefore, the evaluation results of educational institutions and the students are not as good as they should be therefore the researcher is interested in developing resource acquire strategies to reduce educational inequality.

Research objectives

1. To study conditions, problems and guidelines for acquire educational resources to reduce educational inequality of Kamphaeng Phet province.
2. To develop strategies for acquire educational resources to reduce educational inequality of Kamphaeng Phet province.
3. To study the results of strategies for acquire educational resources to reduce educational inequality of Kamphaeng Phet province.
4. To evaluate strategies for acquire educational resources to reduce educational inequality of Kamphaeng Phet province.

Conceptual framework

From the study of principles, concepts, theories, and research related to educational resource acquire strategies to reduce educational inequality of Kamphaeng Phet province. as showed Figure 1

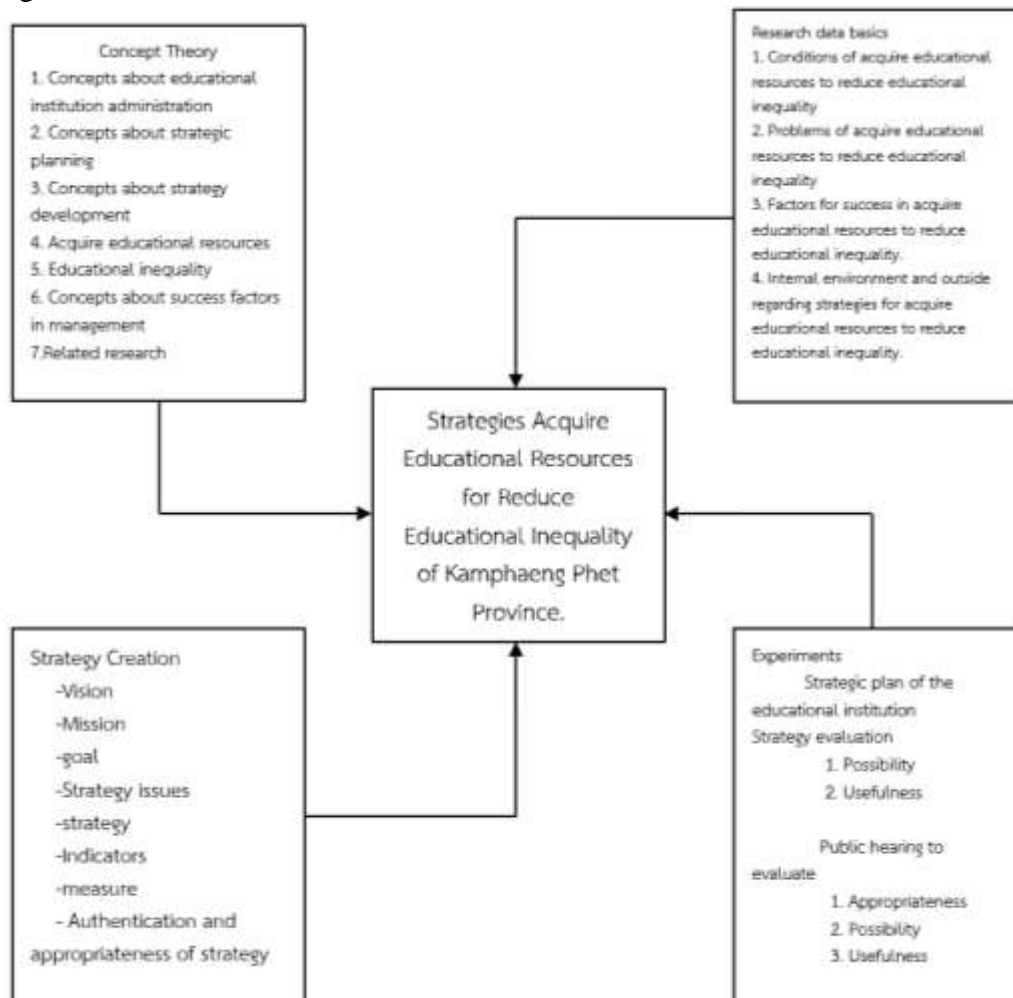


Figure 1 Conceptual framework

Methodology

The research process was conducted in four main steps:

Step 1: Analysis of Current Conditions and Best Practices

1. Study of Current Conditions and Problems: The researcher collected data using questionnaires from a sample of 1,475 educational professionals across five levels in Kamphaeng Phet Province. The tool used, validated by experts, had a reliability of .942. Data were analyzed using means, standard deviations, and frequency distributions to understand issues related to educational resource acquisition and inequality (Smith & Johnson, 2018).

2. Best Practices: The researcher identified effective practices in five educational levels (early childhood, religious education, higher education, vocational education, and

universities) through structured interviews. The results were analyzed through content analysis to identify successful strategies in addressing educational inequality (Brown et al., 2019).

Step 2: Strategy Development

1. Internal and External Analysis: Focus group discussions with 12 experts used SWOT and PEST analyses to assess internal and external factors affecting educational resource acquisition. The analysis focused on structure, policy, service, products, manpower, finances, materials, and management, as well as political, economic, social, and technological factors (Lee et al., 2020).

2. Strategy Drafting: A workshop with 15 experts and administrators developed strategies and manuals for acquire educational resources. The strategies were drafted based on findings from the previous analyses and were analyzed through content analysis (Green & Miller, 2021).

3. Strategy Validation: A seminar with 15 connoisseurs reviewed the accuracy and suitability of the developed strategies and manuals. Data were analyzed to ensure the strategies met the intended goals (Williams & Brown, 2018).

Step 3: Strategy Implementation and Testing. The researcher implemented the strategies and manuals in various educational institutions across five levels. The effectiveness was assessed in four resource areas (management, teaching and learning, supporting factors, and participation) and three inequality dimensions (hometown, family socio-economic status, and cultural conditions). Evaluation used a 5-level rating scale to assess feasibility and usefulness, with data analyzed using means and standard deviations (Robinson & Lee, 2021).

Step 4: Strategy Evaluation. A public hearing seminar with 40 stakeholders was organized to evaluate the strategies and manuals' suitability, feasibility, and usefulness. Data were analyzed to assess the overall effectiveness of the strategies in addressing educational inequality in Kamphaeng Phet Province (Adams & Baker, 2017).

Research results

1. Current condition, problems and guidelines for acquire educational resources to reduce educational inequality of Kamphaeng Phet province.

1.1 Current condition for acquire educational resources to reduce educational inequality of Kamphaeng Phet province. found that the overall level was at a medium and high level as showed table 1.

Table 1 Current condition, problems and guidelines for acquire educational resources to reduce educational inequality of Kamphaeng Phet province.

No.	Content list	M	SD	Level
1	Current condition administration Inequality in education from birthplace or area. Educational institutions of Kamphaeng Phet Province	2.95	0.82	Moderate
2	Current condition administration educational inequality due to family's social and economic status, Educational institutions of Kamphaeng Phet province	3.31	0.38	Moderate
3	Current condition administration educational inequality due to family conditions and culture, Educational institutions of Kamphaeng Phet province	3.41	0.62	Moderate

No.	Content list	M	SD	Level
4	Current condition Teaching Inequality in education from birthplace or area educational institutions of Kamphaeng Phet province	3.52	0.59	High
5	Current condition teaching educational inequality due to family's social and economic status educational institutions of Kamphaeng Phet province	3.55	0.60	High
6	Current condition teaching educational inequality due to family conditions and culture educational institutions of Kamphaeng Phet province	3.42	0.63	Moderate
7	Current condition readiness regarding supporting factors inequality in education from birthplace or area educational institutions of Kamphaeng Phet province	3.67	0.57	High
8	Current condition readiness regarding supporting factors educational inequality due to family's social and economic status educational institutions of Kamphaeng Phet province	3.71	0.58	High
9	Current condition readiness regarding supporting factors educational inequality due to family conditions and culture educational institutions of Kamphaeng Phet province	3.45	0.54	High
10	Current condition participation in organizing education Inequality in education from birthplace or area educational institutions of Kamphaeng Phet province	3.43	0.62	Moderate
11	Current condition participation in organizing education educational inequality due to family's social and economic status educational institutions of Kamphaeng Phet province	3.80	0.61	High
12	Current condition participation in organizing education educational inequality due to family conditions and culture, Educational institutions of Kamphaeng Phet province	3.80	0.61	High

1.2 Problems of acquire educational resources to reduce educational inequality of Kamphaeng Phet province. found that the Highest problems as showed table 2.

Table 2 Problems of acquire educational resources to reduce educational inequality of Kamphaeng Phet province.

No.	Content list	Frequency	Percentage
1	Administrational problems, Inequality in education from birthplace or area. found that: Educational institutions plan to manage the use of available resources not in line with community and local needs	1,023	82.83
2	Administrational problems. Educational inequality to family's social and economic status. found that: The mobilization of educational resources by educational institutions does not take into account the social and economic status of the students' families	967	78.30

No.	Content list	Frequency	Percentage
3	Administrational problems. Educational inequality to family conditions and culture. found that: Educational institutions lack plans to manage inequalities from family conditions and culture	1,089	88.18
4	Learning and Teaching problems. Inequality in education from birthplace or area. found that: Educational institutions lack travel facilities for students	989	80.08
5	Learning and Teaching problems. Educational inequality due to family's social and economic status. found that: Educational institutions have strategies for student development that do not fully consider the social and economic status of their families	1,037	83.96
6	Learning and Teaching problems. Educational inequality to family conditions and culture. found that: Educational institutions do not have guidelines for organizing teaching and learning for students with conflicting or separated families	989	80.08
7	Problems with readiness regarding supporting factors. Inequality in education from birthplace or area. found that: Educational institutions lack techniques for acquiring materials and equipment sufficient to meet the needs of personnel and students	1,132	91.65
8	Problems with readiness regarding supporting factors. Educational inequality due to family's social and economic status. found that: Educational institutions do not have a governing board. Monitor and evaluate the use of materials and equipment to support teaching and learning, taking into account the social and economic status of the students' families	691	55.95
9	Problems with readiness regarding supporting factors. Educational inequality due to family conditions and culture. found that: Educational institutions do not have digital technology systems to assist learners with negative family conditions and culture	560	45.34
10	Problems of participation in education. Inequality in education from birthplace or area. found that: The community was not involved in proposing guidelines for seeking resources to reduce spatial inequality	952	77.09
11	Problems of participation in education. Educational inequality to family's social and economic status. found that: Educational institutions do not have clear guidelines for helping students with poor social and economic status, With the participation of all parties in the educational institution	850	68.83
12	Problems of participation in education. Educational inequality due to family conditions and culture. found that: In planning strategies to reduce educational inequality, the community does not participate in recommending good learner family culture according to the community context	789	63.89

1.3 Results of data analysis guidelines acquire educational resources for reduce Educational Inequality of Kamphaeng Phet province. (Best Practice)

The results of the study of best practices yielded 29 guidelines for seeking educational resources. 1) Write a project to request support for the educational management of the educational institution. or organize various educational activities from various external agencies. 2) Mobilize resources through social media. From friends and parents of learners 3) Use the personal relationships of educational institution administrators to request donations from friends, agencies, and organizations. 4) Collaborate with parents to organize sports activities (football) 5) Organize student performances on the closing day. semester and various important days. 6) Requesting donations from parents, temples, and groups of friends. 7) Requesting donations with a specific purpose from individuals, companies, stores, and various agencies such as subdistrict municipalities, educational institution committees, and parents of students, etc. 8) The temple donates money and materials for education. The educational institution receives donations from temples for education once a year. 9) Organizes student performances. On the school day Children's Day and other important days 10) Request donations through the educational institution's website. which educational institution There is an educational institution's website when needed to mobilize resources for education. Will use the website of the educational institution. It is one way to request donations. 11) Organize an alumni gathering, which will be held once a year. 12) Organize a social gathering between teachers and parents. To request donations 13) Create a project to request donations, such as creating a project to request donations from the municipality. 14) Request donations from benefactors. Both inside and outside the service area of the educational institution. 15) Temple donates educational resources. To bring money to organize learning activities, teaching media and building necessary buildings and structures. 16) Organize an alumni gathering, With the chairman of the school committee who is an alumni serving as the centerpiece, coordinating operations 17) Organize a meeting for parents. 18) Request a budget to support annual educational activities from the local administrative organization. Especially the subdistrict municipality where the educational institution is located 19) Organize a charity run. "Raising funds for children" 20) Asking for donations with a specific purpose, such as asking for donations for scholarships. Purchasing educational equipment, repairing school buildings, supporting buildings, paying teachers to build libraries. Build houses for poor students, etc. 21) Organize an educational donation ceremony By the Parent and Teacher Association, Alumni Association, Parent Network, and School Committee Be the operator 22) Organize student performances on school holidays or New Year's Day. 23) Request donations directly from parents, individuals, agencies, and various companies. 24) Create a project for educational institutions to seek resources for education from agencies. and various individuals 25) Organize a mini-marathon 26) Organize a Children's Day event 27) Organize an annual educational institution event 28) Organize a New Year's event (This is a water-pouring activity for teachers, which will include a very large gathering of Each generation of former students Compete to raise money Items to help educational institutions) 29) Ask for donations with the objective from benefactors, agencies, organizations, companies, stores. Alumni and various associations

2. Results strategy development acquire educational resources for reduce educational inequality of Kamphaeng Phet province.

2.1 Results analysis of the internal and external environment of *acquire* educational resources for reduce educational inequality of Kamphaeng Phet province.

From focus group discussions brainstorming ideas and give scores to calculate weighting values and prioritized various issues, it was found that the weighted sum of strengths was equal to

0.433 and the weighted score of strengths was equal to 1.716. The weighted sum of weaknesses was equal to 0.558 and the weighted score of weaknesses was equal to 2.208, with the sum of factors within is equal to 1.000 and found that the weighted sum of opportunities is equal to 0.529 and the weighted score of opportunities is equal to 2.422. The weighted sum of obstacles is equal to 0.471 and the weighted score of obstacles equal to 1.554 with the sum of external factors equal to 1.000. In summary, The strategic position, The result of the situation analysis or strategic position is the adaptation strategy (WO). as showed figure 2



Figure 2 Shows situation or strategic position acquire educational resources for reduce educational inequality of Kamphaeng Phet province. Adaptation strategy (WO).

2.2 Drafting strategy seek educational resources for reduce educational inequality of Kamphaeng Phet province. (Workshop)

The researcher conducted a workshop to draft strategies for acquiring educational resources to reduce educational inequality of Kamphaeng Phet province, consisting of vision, mission, goals, strategic issues, strategies, indicators, and measures as follows Experts suggest guidelines for drafting strategies for seeking educational resources in the same direction.

2.3 Strategy audit results acquire educational resources for reduce educational inequality of Kamphaeng Phet province. (Connoisseurship)

Examining the draft strategy for acquiring educational resources to reduce educational inequality in Kamphaeng Phet province. Conducted by organizing seminars based on bexperts connoisseurship Experts give suggestions, vision, mission, goals, strategic issues. Strategies, indicators, and measures as follows:

Vision: Kamphaeng Phet provincial educational institution acquire resources to reduce educational inequality in the digital era.

Mission: 1. Develop a system for acquiring management resources in educational institutions in the digital era 2. Promote resource acquisition to develop modern teaching and learning processes in the digital era 3. Mobilize educational resources to prepare factors to support

management, Teaching and learning in the digital era 4. Strengthen participation of all sectors in providing education in the digital era.

Goals: 1. Develop an efficient and effective management resource acquisition system in educational institutions 2. Promote resource acquisition to develop a modern and efficient teaching and learning process in the digital era 3. Mobilize resources regarding educational support factors, All aspects are effective and socially responsible 4. Promote participation of all sectors in order to reduce inequality in providing education with sustainable standards.

Strategy Issue 1. Developing an efficient and effective system for acquire administrative resources in educational institutions. Strategy 1: Developing management in the digital age to seek resources to reduce spatial inequality or birthplace. Strategy 2: Mobilize management resources for career development raise the social and economic status of students' families. Strategy 3: Promote a participatory management system to create a good family culture of students to reduce family cultural disparities in the digital era.

Strategy Issue 2. Promoting the search for resources to develop modern and efficient teaching and learning processes in the digital era. Strategy 1: Acquire resources and develop modern teaching and learning processes in the digital era for learners from difficult birthplace or remote areas. Strategy 2: Develop digital technology for teaching and learning to promote the economy of the learner's family. Strategy 3: Promote good family culture with modern teaching and learning processes in the digital era.

Strategy Issue 3. Mobilizing resources regarding all aspects of educational support to be effective and socially responsible. Strategy 1: Develop a system for mobilizing all aspects of educational resources that is effective in the digital era. Strategy 2: Develop digital information technology to mobilize resources to reduce Educational inequality Strategy 3: Promote personnel in educational institutions to develop the economy and culture of students' families to reduce educational inequality.

Strategy Issue 4. Encouraging all sectors to participate in order to reduce inequality in providing education with sustainable standards. Strategy 1: Promote participation of communities and various agencies, to reduce inequality in education. Strategy 2: Support digital participation of parents and communities, Various agencies to reduce inequality in education. Strategy 3: Praise contribution every channel given to people who benefit educational institutions in order to reduce inequality among students.

2.3.1 Results of examining the vision, mission, goals, strategic issues, strategies, indicators, and measures of the strategy of seeking educational resources to reduce educational inequality in Kamphaeng Phet province, based on expert opinions compared with inspection criteria, accuracy and appropriateness found that the strategy of seeking educational resources to reduce educational inequality in Kamphaeng Phet province, there is consistency in all aspects.

3. Studying results of strategy acquire educational resources for reduce educational inequality of Kamphaeng Phet province.

The researcher experimental strategic of acquiring educational resources to reduce educational inequality of Kamphaeng Phet Province. There are details of operations, The researcher tried it in educational institutions: 1) early childhood educational institutions, 2) primary educational institutions, 3) secondary educational institutions, 4) vocational educational institutions, 5) universities. The experimental tools can be obtained from step 1 and step 2 of the Vision, Mission, Goals, strategies, strategic issues, measures. The researcher collected trial data for academic year 2/2023 and found that the Vision, Mission, Goals, Strategic issues, Strategies,

Indicators, and Measures of the strategy for acquiring educational resources to reduce educational inequality of Kamphaeng Phet province There is possibility and benefit in all aspects.

4. Strategy evaluation acquire educational resources for reduce educational inequality of Kamphaeng Phet province.

The researcher organized a public hearing seminar of stakeholder's number of 40 people to assess Propriety, Feasibility and Utility of the strategy acquiring educational resources to reduce educational inequality of Kamphaeng Phet Province found that the vision, mission, objectives and strategic issues, strategies, indicators and measures of Strategies for acquiring educational resources to reduce educational inequality in Kamphaeng Phet Province. Propriety, Feasibility and Utility in every aspect can be used to develop the search for educational resources to reduce educational inequality in Kamphaeng Phet province.

Discussion

1. Current condition, problems and guidelines for acquire educational resources to reduce educational inequality of Kamphaeng Phet province. Current condition for *acquire* educational resources to reduce educational inequality. found that the overall level was at a medium and high level, Consistent with Ritthiyung and Kositpimanwet (2022) conducted a research study. Mobilizing educational resources found that educational institutions currently have the ability Potential and methods for mobilizing resources to develop educational institutions to be able to provide education with different quality. Administrative skills are a factor that leads to success or failure in education.

2. Problems of acquire educational resources to reduce educational inequality of Kamphaeng Phet province. found that the Highest problems, corresponds with Rukponmongkol (2022) has concluded that the cause of the inequality problem in Thai education arises from the fact that learners whose hometowns are not convenient for providing education, especially those who have hometowns in marginal areas of the country and Semaphet and Suthiyam (2022) Research studies Mobilizing educational resources of personnel in schools under the Nonthaburi Secondary Educational Service Area Office found that 1) Mobilizing educational resources of personnel in schools under the Nonthaburi Secondary Educational Service Area Office as a whole And each aspect is at a high level, arranged in order from highest to lowest, including management resources. Financial resources Human resources and in terms of material resources and equipment. 2) School personnel with different educational degrees. Educational resources of personnel in schools under the Nonthaburi Secondary Educational Service Area Office have been mobilized. Not different 3) School personnel with different experiences Educational resources of school personnel are mobilized. Under the jurisdiction of the Nonthaburi Secondary Educational Service Area Office Not different 4) Personnel in schools with different school sizes Educational resources of school personnel are mobilized.

3. Results of data analysis guidelines acquire educational resources for reduce Educational Inequality of Kamphaeng Phet province. (Best Practice) The results of the study of best practices yielded 29 guidelines for acquiring educational resources. corresponds with Siritharangsri (2019) conducted a research study on Mobilizing resources for education found that 1) Mobilizing resources for education at the policy level, there are clearly defined laws. At the educational institution level, there is both monetary and non-monetary mobilization. The problem is the lack of participation in resource mobilization by those involved. Factors affecting success are: good planning Participation Executive Leadership Building good relationships with the community Continuous public relations Spending resources according to purpose and monitoring, evaluating,

and reporting. 2) The model for mobilizing resources for education is the central model at various educational institutions. Can be selected according to the context, consisting of concepts and principles, objectives, and methods of mobilizing both monetary and non-monetary means. Type of resources mobilized Strategies used to mobilize Things to be careful about in mobilizing and factors affecting success

4. Results of the development of strategies for acquiring educational resources to reduce educational inequality of Kamphaeng Phet province. Examining and evaluating the vision, mission, goals, strategic issues, strategies, indicators, and measures of the strategy of seeking educational resources to reduce educational inequality in Kamphaeng Phet Province. From the opinions of experts compared with the inspection criteria, correctness, suitability, feasibility and usefulness, it was found that the strategy of seeking educational resources to reduce educational inequality in Kamphaeng Phet Province Consistency for all items. corresponds with Pattamasiriwat (2022) conducted a research study on Household Vulnerability and Inequality in Child Education Found that Inequality in children's education is related to economic status. The relationship between family investment in education between income groups (poor/rich) is many times different. and the unpreparedness of educational provision and has budget limitations which affects the achievement Education from education as measured by national tests Therefore, educational institution administrators should have strategies for seeking educational resources in order to reduce educational inequality.

Recommendations

Policy Recommendations

1. Educational agency of Kamphaeng Phet province the internal environment should be analyzed and the external environment and select appropriate strategies to apply in formulating policies to acquire educational resources to reduce educational inequality in Kamphaeng Phet province.

2. Kamphaeng Phet provincial education office should be encouraged institution administrators educational developed in acquiring educational resources, to mobilize educational resources to develop educational institutions and students to have high performance, aiming at developing educational institutions of the future in the digital era.

3. Educational service area offices should promote and support guidelines for *acquiring* educational resources, by organizing training for administrators of small educational institutions where the budget is insufficient to develop students, to be consistent with the policy system and mechanisms.

4. Educational institutions should create a network to develop the quality of education through participatory management from all sectors, both inside and outside the educational institution, in seeking educational resources.

Practice Recommendations

1. Educational institution administrators should encourage teachers Personnel are involved in playing a role in making decisions in acquiring educational resources within the educational institution.

2. Educational institution administrators should encourage teachers personnel received training to practice skills in the use of digital information technology in acquiring complete educational resources for rapid development on par with digital technology.

3. Educational institution administrators should encourage teachers personnel have come to play a role in *acquiring* educational resources, to gain knowledge, understanding, expertise, and be ready to mobilize resources to develop students to be efficiency and effectiveness.

4. Educational institution administrators should use educational resources obtained Let's develop educational institutions to meet the objectives in the pursuit, to keep supporters and communities informed by publicizing it in the form of documents and digital technology.

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